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ABSTRACT

A self-study survey for state postsecondary education planning and coordinating boards are presented. The first section (topic 1) allows respondents to rate 13 general postsecondary education goals on a 4-point scale (i.e., high, medium, low, or no importance/priority for the board). Under topic 2, respondents can rate the role of the state government in 17 aspects of educational decisionmaking. Additional topics of assessment include: board relationships with state administration and legislature, board relationships with educational institutions, board relationship with the executive officer, board roles and functions, board organization and staffing, board member roles, statewide educational planning policies and processes, board review of institutional budget proposals, board review of proposed new educational programs, and board review of existing educational programs. (SW)

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self-study survey

for state postsecondary education planning and coordinating boards

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Topic 1

General Goals for Postsecondary Education

1. The following is a list of some general goals for postsecondary education. Please indicate the relative importance—i.e., the priority for the board's attention—you would assign to each goal.

3—High importance and the board should give it top priority
2—Medium importance and priority
1—Low importance and priority
0—No importance and the board should give it no priority

As a matter of public policy, postsecondary education in this state should:

	Rating
a. Provide specific intellectual and vocational skills which students can use to get a job.	☐
b. Do more to improve access to higher education for every qualified student regardless of race, sex or economic status.	☐
c. Try to meet as many of the social, economic and cultural needs of the community as possible.	☐
d. Provide postsecondary education students with a general liberal education.	☐
e. Provide education as means for the economic and social advancment of the poor, minorities and women.	☐
f. Be a leader in social change and actively seek solutions to society's urgent problems.	☐
g. Produce confident, well-adjusted adults.	☐
h. Expand the horizons of students and encourage them to explore a variety of subjects, careers, ideas and interests.	☐
i. Increasingly emphasize lifelong learning, including adult continuing education programs.	☐
j. Be responsive to the manpower needs of the employment market.	☐
k. Provide more courses which allow people to enjoy their leisure time.	☐
l. Continue to emphasize university research in order to expand society's body of systematic knowledge.	☐
m. (Other goals) _____ _____	☐

2. Comments on this topic.

Topic 2

The Role of State Government in Educational Decisionmaking

1. The following is a list of areas of educational policymaking in which various state governmental agencies, in addition to the educational institutions, have come to play roles of varying importance. Please indicate *how strong* a role you feel the institutions themselves and each agency of state government shou'd play in each area.

3—Very strong role
2—Medium but concerned role
1—Small role, minimum involvement
0—No role whatsoever

	Educational institutions	This board	Governor's office	Legislature
a. Facilities planning.	☐	☐	☐	☐
b. Capital outlays (facilities budgets).	☐	☐	☐	☐
c. Total allocations for operating budgets.	☐	☐	☐	☐
d. Composition of operating budgets.	☐	☐	☐	☐
e. Maintaining quality in educational programs.	☐	☐	☐	☐
f. Accreditation of educational programs.	☐	☐	☐	☐
g. Licensure and authorization of institutions to operate.	☐	☐	☐	☐
h. The system of tenure.	☐	☐	☐	☐
i. Academic collective bargaining.	☐	☐	☐	☐
j. Personnel policies.	☐	☐	☐	☐
k. Curriculum planning.	☐	☐	☐	☐
l. Differentiation of each institution's functions.	☐	☐	☐	☐
m. Innovations in instruction.	☐	☐	☐	☐
n. Content of instructional courses.	☐	☐	☐	☐
o. Administration of research.	☐	☐	☐	☐
p. Approval of new degree programs.	☐	☐	☐	☐
q. Other _____	☐	☐	☐	☐

2. Comments on this topic:

Topic 3

Board Relationships with State Administration and Legislature

1. The following are various aspects of the working relationships between the board and the agencies and officers of the state government. Please indicate your opinion on each of the practices. Respond only to those you feel are appropriate.

	Present practice adequate	Strengthen or initiate	Reduce or abandon
a. Consultation with appropriate state officials in the preparation of studies and position papers that involve state public policy.	☐	☐	☐
b. Consultation with appropriate state officials on major board decisions.	☐	☐	☐
c. Comment from state officials at meetings of the board and its committees.	☐	☐	☐
d. Informal contacts with state officials.	☐	☐	☐
e. Other current consultation practices or practices which should be changed:			
_____	☐	☐	☐
_____			

2. The following are perceptions of the kind and quality of the current relationships which may exist between the board and the officers and agencies of the state government. Please indicate the phrase which best characterizes the relationships of each group with the board.

	Genuine trust and cooperation	Cooperation based on mutual interest	Only that cooperation which is legally required	Adversarial relationships or hostility	No contact
a. Members of the legislature.	☐	☐	☐	☐	☐
b. Legislative staffs.	☐	☐	☐	☐	☐
c. Legislature's fiscal committees.	☐	☐	☐	☐	☐
d. Legislature's education committees.	☐	☐	☐	☐	☐
e. Governor's office.	☐	☐	☐	☐	☐
f. Governor's fiscal agency.	☐	☐	☐	☐	☐
g. Other state officials or agencies:					
_____	☐	☐	☐	☐	☐
_____					

3. Comments on this topic:

Topic 4

Board Relationships with Educational Institutions

1. The following are various aspects of the working relationships between the board and the educational institutions. Please indicate your opinion on each of the practices. Respond only to those you feel are appropriate.

	Present practice adequate	Strengthen or initiate	Reduce or abandon
a. Consultation with administrators and faculty in the preparation of studies and position papers which involve their interests.	☐	☐	☐
b. Participation by institutional representatives at board and board committee meetings.	☐	☐	☐
c. Appointment of panels or task forces of faculty or students for major issues under consideration which directly affect their interests.	☐	☐	☐
d. A standing advisory committee of administrators (may include faculty and students) to advise the board on appropriate matters.	☐	☐	☐
e. Informal contacts with educators.	☐	☐	☐

2. The following are perceptions of the kind and quality of the current relationships which exist between the board and the state's educational institutions. Please indicate the phrase which you feel best characterizes the relationships of each group with the board.

	Genuine trust and cooperation	Cooperation based on mutual interest	Only that cooperation which is legally required	Adversarial relationships or hostility	No contact
a. Governing boards of public higher educational institutions.	☐	☐	☐	☐	☐
b. Governing boards of private higher educational institutions.	☐	☐	☐	☐	☐
c. Administrators of public institutions.	☐	☐	☐	☐	☐
d. Administrators of private institutions.	☐	☐	☐	☐	☐
e. Proprietary schools.	☐	☐	☐	☐	☐
f. Faculty members or their organizations.	☐	☐	☐	☐	☐
g. Students or student organizations.	☐	☐	☐	☐	☐
h. State agency for elementary and secondary education.	☐	☐	☐	☐	☐
i. Other groups or institutions: _____ _____	☐	☐	☐	☐	☐

3. Comments on this topic:

Topic 5

Board Relationship with the Executive Officer

	Yes	No
1. Is the role and authority of the board's chief executive officer clearly established and understood by all persons with whom he/she works—particularly the educational institutions, state officials and members of the board?	☐	☐
a. Is it in written form?	☐	☐
b. At the time the present executive was appointed, was there such a statement of responsibilities and expectations?	☐	☐
2. Has the board adopted written procedures or guidelines for the process of selecting its principal executive officer(s)?	☐	☐
a. Does the selection process provide for meaningful participation by all board members, as well as by constituent groups such as the educational institutions, the governor's office, the legislature?	☐	☐
3. Has a procedure and schedule been established for executive evaluation?	☐	☐
a. Is it known and understood by all concerned?	☐	☐
b. Has the executive had a voice in the formulation of this procedure?	☐	☐
4. Does the executive officer have the support and backing of the board when he/she has to act independently—as in an appearance before a legislative committee or when dealing with a crisis situation?	☐	☐
5. Do you feel that there is an overall climate of mutual trust and support in the board's relationship with its chief executive?	☐	☐

6. Comments on this topic:

Topic 6

Board Roles and Functions

1. Of the three following statements, which one comes closest to representing your viewpoint regarding the appropriate role of the board?

a. Primarily, this board should be an arm of the state government, representing the interests and following the educational policies set forth by the governor and the legislature. ☐

b. This board's primary responsibility is to represent the interests of all postsecondary institutions in their relationships with the state government. ☐

c. This board should be an independent mediator between state government and the postsecondary institutions, making recommendations to each and providing a communications and interpretative link between them. ☐

2. Indicate the relative importance you would give to various functions which are—or perhaps should be—responsibilities of the board.

3—Highly important and an appropriate responsibility for the board
2—A responsibility of somewhat lesser importance
1—A matter of minimum importance
0—Of no importance or for which this board should have no responsibility

a. Review of proposed new educational programs. ☐

b. Review of existing educational programs. ☐

c. Planning educational programs to meet known manpower needs. ☐

d. Encouragement of innovative educational projects. ☐

e. Development and coordination of adult and continuing education programs. ☐

f. State administration of federal programs. ☐

g. Review of operating budgets. ☐

h. Review of capital outlay proposals (land, buildings, equipment). ☐

i. Development of effective formulas for budget requests and review. ☐

j. Development or improvement of management information systems. ☐

k. Planning—both long-term and intermediate term. ☐

l. Institutional licensing and degree-granting approval. ☐

m. Improving student access to educational opportunities. ☐

n. Reviewing affirmative action practices of institutions. ☐

o. Monitoring desegregation practices. ☐

p. Communicating the needs of postsecondary education to the governor, the legislature and the public. ☐

q. Encouraging interinstitutional cooperation. ☐

r. Other functions: _____ ☐
_____

3. Comments on this topic:

Topic 7

Board Organization and Staffing

	Yes	No
1. Within the past two or three years has the board formally reviewed its procedures, committee practices and procedural bylaws?	☐	☐
a. Will such a review occur soon?	☐	☐
2. Do the board's agendas and supporting documents present the issues precisely and clearly?	☐	☐
3. Does the agenda reach you sufficiently in advance of each meeting?	☐	☐
4. Indicate your opinions regarding the board's committee structure, checking all the appropriate statements.		
a. The board has no formal or standing committees—and needs none.	☐	☐
b. The board has no formal or standing committees—but should have.	☐	☐
c. On the whole, the present committees efficiently handle the details of the board's work.	☐	☐
d. The board has too many committees.	☐	☐
e. The committee designations and jurisdictions should be reviewed to divide the work more equitably.	☐	☐
f. The committees do a good job of analyzing problems and issues, and sending reports and recommendations to the full board for its decision.	☐	☐
g. Too many important committee recommendations are accepted without adequate participation by the full board.	☐	☐
h. Other comments: _____		
5. Do the board meetings allow enough time for thorough discussion of all key issues?	☐	☐
a. The meetings should be longer.	☐	☐
b. The meetings are now too lengthy.	☐	☐
c. There should be more frequent meetings.	☐	☐
6. Do policies or bylaws related to selection of board and committee officers provide for reasonable rotation of leadership?	☐	☐

Topic 7—*continued*

	Yes	No
7. Indicate your opinions regarding the work of the board's chief executive and the staff, checking all the appropriate statements.		
a. On the whole, the quality and the amount of work performed by the staff and the chief executive are satisfactory.	☐	☐
b. A larger staff is necessary to accomplish the work expected of it.	☐	☐
c. The staff is too large.	☐	☐
d. The staff presents too much undigested material to the board.	☐	☐
e. The staff seems to believe that the board should give "rubber stamp" approval to staff recommendations.	☐	☐
f. The staff has shown creative and innovative leadership in exploring new ideas and directions.	☐	☐
g. The board is too involved in routine (staff) affairs and organizational details.	☐	☐
h. The board is not involved enough in routine affairs and organizational details.	☐	☐
i. The staff deals with political issues which they should stay out of and refer to the board.	☐	☐
j. The board should institute a new procedure for review and evaluation of its chief executive and staff.	☐	☐
k. The state personnel rules keep the board from obtaining the kind of staff people it needs.	☐	☐
l. Other comments: _____		

8. Comments on this topic:

Topic 8

Board Member Roles

1. How do you perceive your personal role on the board? Please check all the appropriate statements.

   a. To be a representative of the population group from which you were presumably selected. ☐

   b. To be a representative of a particular geographical area. ☐

   c. To be an advocate of the interests of a particular segment of postsecondary education—e.g., students, faculty, particular institution(s). ☐

   d. To be an advocate of the interests of the governor's office or the state legislature. ☐

   e. To be a representative of the interests of the state in providing the public with an adequate and effective postsecondary educational system(s). ☐

   f. To be a "watchdog" of the public treasury in an era of rising costs of government services and increased budget requests. ☐

   g. To make certain that the board bases its decisions on sound educational policy and not on politics. ☐

   h. To represent your own convictions and views rather than the interests of any group. ☐

   i. To be a spokesperson for your own views, directly to the governor, the legislature or to individual legislators. ☐

   j. Other: _____ ☐

2. Comments on this topic:

Topic 9

Statewide Educational Planning—Policies and Processes

1. Indicate your opinions regarding the board's past and present performance in statewide planning by responding "yes" or "no" to the following questions, and *if appropriate,* whether you feel that the practice needs refinement and updating, or whether a new practice should be initiated.

	Yes	No	Needs refinement	Should initiate
a. Has the board adopted specific policies and long-range objectives to guide the development of postsecondary education services in the state?	☐	☐	☐	☐
b. Are the methods for achieving each objective clearly stated in a "master plan" or other public document?	☐	☐	☐	☐
c. Does the plan define the unique role and scope of services offered by each institution?	☐	☐	☐	☐
d. Do you feel that the board has sufficient authority or influence to see that the plan is implemented?	☐	☐	☐	☐
e. Do you feel that the objectives and plans are based on valid and realistic projections regarding the foreseeable future?	☐	☐	☐	☐
f. Is there provision for periodic review and updating of the plan to meet new needs?	☐	☐	☐	☐
g. Do you feel that the planning process adequately involves all sectors, including the private and proprietary institutions?	☐	☐	☐	☐
h. Does the plan provide an effective means to eliminate unnecessary duplications of programs and services?	☐	☐	☐	☐
i. Are the objectives set forth in the plan and the methods of attaining them consistent with available or realistically projected fiscal resources?	☐	☐	☐	☐
j. Are there established procedures by which the board receives reports and evaluates actions taken to implement the plan?	☐	☐	☐	☐
k. Do you feel that the long-range (five years plus) and the intermediate or short-range (one to three years) objectives of the plan have the *understanding* of:				
(1) The public higher education institutions?	☐	☐	☐	☐
(2) The private higher education institutions?	☐	☐	☐	☐
(3) The proprietary institutions?	☐	☐	☐	☐
(4) The present membership of the board?	☐	☐	☐	☐
(5) Most state fiscal and administrative officers?	☐	☐	☐	☐
(6) The general public?	☐	☐	☐	☐
(7) Other _____	☐	☐	☐	☐

2. Do you feel that these groups are supporting these plans? *Please circle the numbers under question k which indicate those who are supporting the plans.*

3. Comments on this topic:

Topic 10

Board Review of Institutional Budget Proposals

1. Please indicate the extent of your agreement or disagreement with the following statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. The board has established credibility in its funding recommendations with state authorities, the legislature and the public by reasonably equating educational program needs with the availability of public funds to support them.	☐	☐	☐	☐	☐
b. The board's budget review process is carried out with detailed reference to the state plan for postsecondary education, i.e., the board's budget recommendations are used to implement and monitor institutional compliance with the state plan.	☐	☐	☐	☐	☐
c. At the time the board makes its decisions on budget recommendations, it is given concise, accurate and understandable supporting information, as well as "yardstick information" so that it can make meaningful comparisons with institutions in other states.	☐	☐	☐	☐	☐

2. The board, in its review of budgets, is *perceived by others* as follows (check only the appropriate spaces):

	By the educational institutions	By the governor's office	By the legislature
a. As a fair, impartial and objective review agency.	☐	☐	☐
b. As an advocate of the interests of the educational institutions.	☐	☐	☐
c. As an advocate of the policies of the governor.	☐	☐	☐
d. As an advocate of predominant opinions in the legislature.	☐	☐	☐
e. As just another layer of bureaucracy.	☐	☐	☐
f. As a well-meaning but powerless agency.	☐	☐	☐
g. Other _____ _____	☐	☐	☐

Topic 10—*continued*

3. The major problems in the board's review of budgets are as follows (please check all appropriate statements):

a. There is not enough time to consider budget requests adequately. ☐

b. We have too small a staff to analyze budget requests adequately. ☐

c. The board lacks sufficient authority in the budget process. ☐

d. The board receives too little reliable supporting, justification or baseline data to evaluate requests properly. ☐

e. The board lacks consensus, on budget recommendations particularly, because of the segmental representation of its members. ☐

f. There are so many other layers of budget review, hence the work of this board becomes almost meaningless. ☐

g. Other _____ ☐

_____

	Yes	No
4. After the board has prepared its budget recommendations should it *actively* defend them and seek their enactment?	☐	☐
a. Does the board, and particularly its executive officer, actually do this?	☐	☐
b. Should this activity be increased or strengthened?	☐	☐

5. Comments on this topic.

Topic 11

Board Review of Proposed New Educational Programs

1. Indicate your opinion regarding policies and practices which should guide the board's review of new educational programs:

	Present policies/ practices adequate	Stronger policies/ practices needed
a. Definition of which new programs (e.g., degree programs, departmental majors, minors or all courses) will require board review.	☐	☐
b. Development of student enrollment projections.	☐	☐
c. Evidence of the employment "market" for persons trained in this field.	☐	☐
d. Use of qualitative criteria related to programs.	☐	☐
e. Standards for evaluating innovative programs or delivery systems.	☐	☐
f. Evidence of educational and societal need for the new program.	☐	☐
g. Criteria for selecting the best institutional location for limited or specialized programs.	☐	☐
h. Analyses of projected costs of programs.	☐	☐
i. Analyses of similar or identical programs offered at other public and private institutions.	☐	☐
j. Recommendations of other interested boards, committees or commissions.	☐	☐
k. Other _____ _____	☐	☐

2. In its relations with the educational institutions, the board's review of new programs has been (check one):

- a. A constant source for friction. ☐
- b. An occasional source of friction. ☐
- c. An infrequent source of friction. ☐
- d. Free of any friction. ☐
- e. Other _____ _____ ☐

Topic 11—*continued*

3. Indicate your opinions about the general effectiveness of the board's activity on program review (check as many as appropriate).

a. It has largely prevented unnecessary duplication of programs. ☐

b. It has saved the state money, or diverted money to more worthwhile programs. ☐

c. Its policies have been too restrictive—prevented too many worthwhile programs from getting started. ☐

d. Its policies have been too liberal—allowed too many marginal programs to get started. ☐

e. Its policies have, on the whole, resulted in a good diversity of programs available throughout the state. ☐

f. Its procedures for program review have been too cumbersome and/or too time-consuming. ☐

g. Other _____ ☐

4. The long-run state policy for the board on new program review should be (indicate the most appropriate statement):

a. To give the board stronger authority for final decisions to allow or disallow establishment of new programs. ☐

b. To limit the board's authority to review and comment, leaving final decisions at the institutional level. ☐

c. To limit the board's review to new programs of extraordinary cost or limited demand or need. ☐

d. To continue present policies. ☐

e. Other _____ ☐

5. Comments on this topic:

Topic 12

Board Review of Existing Educational Programs

1. The board should select existing educational programs to be reviewed in the following ways (check as many as appropriate):

a. By identifying programs with declining enrollments. ☐

b. By identifying areas of apparent program duplication. ☐

c. By review of *all* programs on a predetermined cycle. ☐

d. By identifying programs of poor quality (however the board may choose to make this definition). ☐

e. By suggestions from state fiscal agencies, the legislature or the governor. ☐

f. By peer group judgment (e.g., by an appointed panel of academic deans). ☐

g. Other _____ ☐

2. Which of the following statements should govern the long-run policy of the board on review of existing programs:

a. The board's authority should be limited to review and comment, leaving final decisions at the institutional level. ☐

b. If this function is to have real meaning, the board must have clear authority to discontinue programs it decides cannot or should not be supported. ☐

c. The board should have no obligation to review existing programs. ☐

d. The board should put more emphasis on review of existing programs and should review them more rigorously. ☐

e. The board's activity should be limited to making sure that the institutions are reviewing their own programs adequately and frequently. ☐

f. The board should continue its present policies. ☐

g. Other _____ ☐

3. Comments on this topic:

Notes